

**Lewis & Clark College Professional Mental Health Counseling
MHC 503 Introduction to Professional Counseling
Syllabus Cover Sheet**

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1a history and philosophy of the counseling profession;
- 1b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.
- 1d. the role and process of the professional counselor advocating on behalf of the profession.
- 1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- 1f. professional counseling organizations, including membership benefits, activities, services to members, and current issues.
- 1g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 1l. self-care strategies appropriate to the counselor role.
- 2d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others.
- 2e. the effects of power and privilege for counselors and clients

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C1a. history and development of clinical mental health counseling
- C2a. roles and settings of clinical mental health counselors.
- C2k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- C2l. legal and ethical considerations specific to clinical mental health counseling

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but may not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate/Fail	Program Objective
MHC 503: Social Locations Paper	Is able to identify multiple social locations and the impact on personal experience and worldview.	Is able to identify 1-3 social locations and the impact on personal experience and worldview.	Attempts to explore worldview, struggles with understanding concept of social location or lacks self reflectivity AND unable to complete revision after feedback	Is unable or unwilling to explore own worldview	Self as Counselor: Demonstrates awareness of their values, worldview, and social locations in self and client
Student uploads paper	Exceeds	Meets	Fails to meet	Fails to meet	

MHC: 503 Professional Orientation Paper		Outlines career goals and identifies one or more areas of specialty focus, uses ACA journals Grade:min 80%	Outlines career goals/interests fails to use ACA journals Grade below 80%	Fails to complete assignment	Professional Identity Understands philosophy of mental health profession,
Student uploads paper					
MHC 503: History timeline activity		Creates history poster with timelines/maj or events		Fails to complete assignment	Professional Identity: Understands history of the mental health counseling
Student uploads photo of poster		Met/Not met			
503/MHCA502 Roles and Functions assignment or test	90-%100	80-89%	70-79%		Professional Identity: Demonstrates Understanding of roles & functions of mental health counselor
Student uploads assignment					
Signs Ethics Agreement/att ends lecture		Participates in class for ethics review and signs ethics agreement/make-up for missed class required Met/not met		Fails to complete make-up assignment if class missed	Ethical Practice: Understands, and follows ethical standards
Student Uploads agreement					
ACA website scavenger hunt	Joins ACA and/or other counseling professional organizations	Demonstrates knowledge of ACA Met/not met		Fails to complete assignment	Professional Identity : Shows engagement & pride in the counseling profession
Student Uploads assignment					
ACA Advocacy Competency Assignment		Knows the ACA advocacy competencies and their purposes			Social Justice and Advocacy: Knows the ACA advocacy competencies and their purposes
Student uploads assignment		Met/Not met			
Self care plan	Begins to use self care plan, learns to adapt plan when needed, and seeks supervision and personal therapy as needed.	Introductory; develops self care plan	Engages in inadequate self care that impedes learning ability or client care.	Failure to complete assignment	Self as Counselor: Maintains self care

Student uploads assignment		Met/not met			
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	Items		Benchmark	Emerging	Inadequate/Fail	Program Objective
Professional Qualities Evaluation: Critical Items Note: Other low PQE items may result in referral to BRC or ARC	Maturity and Attitude Items 1 and 3	Demonstrates self awareness and emotional stability. Immerging use of self in therapeutic process, uses supervision to continue growth.	Demonstrates self awareness, emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning All Score: 2	Demonstrates self awareness, emotional stability, and willingness to address/remediate problems. One or more Score: 1	Student demonstrates lack of self awareness or emotional instability that impedes learning or client care. One or more score 0	Self as Counselor: Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients.
Instructor Completes						
	Professional Responsibility Item 3 Maturity and Attitude Item 4: Social/Self Awareness Item 3	Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop.	Complies with suggestions, requests and directives from faculty and supervisors All Score:2	Responds to supervision from faculty and supervisors reluctantly, has difficulty with feelings of defensiveness One or more Score:1	Refuses supervision or fails to comply with supervisor requests and directives One or more Score:0	Self As Counselor: Openness to supervision
	Responsibility Item 5, Integrity Items 3,4,5 Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. Integrity Items 3,4,5 Respect for others		All Score : 2	One or more scores of 1	One or more scores of 0	Multicultural Competence: Respect for others

Fall 2016

MHC 503--Introduction to Professional Counseling and Social Justice

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Office hours:
 Wed. 12:30-2:45
 Thurs. 12:30-2:45
 and other times as arranged by email

Office hour appointments must be scheduled with me in advance *and confirmed*. Appointments are confirmed when I have sent you an invitation Google calendar and you have replied in the affirmative.

Please email me to make appointments for office hours! If I have no appointments scheduled during office hours, I may schedule meetings, site visits or other appointments during those times.

Catalog Description: Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social, cultural contexts, types of practice, ethical principles, and professional orientation.

Course Objectives: See syllabus cover sheet

Student Learning Outcomes/Key Required Assignments: See syllabus cover sheet for details. All students are evaluated in their classes but they are also evaluated across the program to demonstrated competency in the Program Student Learning Outcomes. Each course will have a cover sheet that explains which assignments will become part of your overall assessment. Also see Program Handbook for a full list of expectations and scoring across the program, assessment methods, and remediation requirements. Please be aware the Fall 2015 is the first semester we fully implemented this overall student evaluation. Please be patient as we work out challenges with adopting a new system of evaluation and a new software program (Taskstream).

ALL ASSIGNMENTS IN THIS COURSE will be uploaded to Taskstream for use as a key required assignment.

Note: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Course Readings:

- Sensoy, O., & DiAngelo, R. (2011). *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*. New York: Teachers College Press.
- Granello, D. H. and Young, M. (2012). *Counseling today : foundations of professional identity*. Upper Saddle River, N.J.: Pearson.
- Ethical Guidelines: Students will find and bring a current copy of the most recent ACA Ethical Guidelines to class.
- Links to additional required reading will be posted to Moodle

Course requirements:

1. Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

2. ACA Website scavenger hunt: Upload to Taskstream

3. Two Part Social Location (Part I) and Professional Interests (Part II) Paper:

Part 1 (Social Location): Describe your interest in the counseling profession and include elements of how your personal social locations have influenced your decision to become a professional counselor. Your social locations include but are not limited to the following elements: *physical ability, culture, race/ethnicity, gender, , socioeconomic status, exile/migration, religious and spiritual beliefs, language, education, sexual orientation and age.* This should also include a description of your personal educational and professional goals. Please do not use your personal statement from your application to the program. This paper should focus on a self-analysis of the impact of your individual, cultural, and social context factors that have influenced you and your decision to become a counselor and your goals as a professional. Think about these as external influences based on your specific social locations. Example: How have society's or your family/friends messages about your gender influenced your career path? Length: 5-10 pages

Part 2 (Professional Interests):

- A) Look through the ACA subdivisions and choose the ones that are most related to your professional interests. Find a journal that is associated with each division you chose. Find at least one article specifically related to your professional interests from the journal you identified.
- B) After reading this article, find two more articles from other sources related to this topic (hint: you can find related articles in the references list of the first article). List each of your new articles in APA style and write a 3-4 sentence review of each article.
- C) Write a summary paragraph about something new you learned about your area of interest through this exercise.

4. Power, Privilege, and Difference Experience: Spend 4 hours in an experience where you are **interacting with people different from you in social locations, values, or culture.** One of the basic skills a counselor must master is the ability to adopt an attitude of *learning* about others. You must move beyond any tendency to make assumptions about people based on their similarity or differences to you and your background and experiences. Some of you will have had a lot of experience with learning about others, some very little. Another way to think about this is to imagine that anyone can be your client. Which folks would you be least comfortable counseling? Why? What can you do to increase your competence to work with all clients? Write a reflection paper about the experience describing the activity and **what you learned from it.** (3-4 pages maximum).

Your experience MUST BE APPROVED prior to completing it. Please write a one paragraph description of your activity and your reason for choosing it/what you expect to learn.

Goals:

- A) Examine honestly your interest and comfort in interacting with people who are different from you.
- B) Determine how much you are ready to push yourself to do what feels uncomfortable, it is o.k. to stay in your comfort zone, for now. This is an exercise to help you get ready for the rest of your program where you will be pushed into your discomfort zone. However, the more you are willing to take a risk and push yourself now, the more you will benefit in your entire program.
- C) Commit to an attitude of learning, not “cultural tourism,” your goal is to *experience* not to merely observe.

5. Roles and functions Jeopardy reflection, 1 page maximum. ***Paper form turned in during class, upload to Taskstream later in the semester***
6. Attend a minimum of one 12-step meeting as required for your portfolio. Write one page summary. ***12-step Attendance: Upload to Taskstream***
7. History of counseling timeline (completed in class). *Take picture and upload to Taskstream*
8. Self Care Plan: completed in class **Nov 10 (last day of class)**, upload to Taskstream.
9. Professional Counselor Development Portfolio
The full portfolio is due mid-semester in your semester prior to practicum. However, portions of it will be completed during your first semester (see Program Handbook and Moodle page for requirements).
10. Background Check: Required to receive grade. You are required to initiate the background check to receive your grade for the course.
11. Professional Qualities Evaluation (PQE): The PQE is an instrument used in the program to assist students in learning, and to evaluate, the development of key professional qualities needed to be successful in the field of counseling. The instructor will complete the evaluation and discuss any issues with you that need to be addressed. Low scores may also result in a referral to the Benchmark Review Committee or an Academic Review Committee. See program handbook for details on these committees and the review/remediation process.

Grading:

1. Attendance—Make up assignment for any missed activities
2. ACA Website scavenger hunt—10%
3. Two Part Social Location (Part I) and Professional Interests (Part II) Paper—25%
4. Power, Privilege, and Difference activity and reflection—25%
5. Roles and functions reflection—10%
6. 12-step meeting reflection—10%
7. History of counseling timeline—10%
8. Self Care Plan—10%

9. Professional Counselor Development Portfolio—not graded, but you need it to start practicum!
10. Background Check: Required to receive grade.
11. Professional Qualities Evaluation (PQE): Not graded; committee assigned for areas of deficiency

This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0). Letter grades for each assignment will be converted to grade points multiplied by the percentage of the assignment's contribution to the final grade. The GPA is then converted back to a letter grade.